

Evaluation

You will be creating your own individual Holocaust Memorial using Capzles. These projects will be presented to the community on one big night. Each attendant will be receiving a ballot sheet (attached below) with each of your names and what you are presenting. Once the presentation is all over they will have a chance to select a student that they feel should be chosen to be sent of the the Holocaust Museum's Holocaust Remembrance Day by checking a box next to that students name. The ballots will be collected in a ballot box at the end of all the presentations, and later be counted by the teachers to determine who won. You will then have a chance to self–assess yourself on the work that you have done. Your teachers will also assess you using the same form. The two grades will be averaged to create your final grade on this project. Good Luck and Have Fun! Remember that this needs to be tasteful and appropriate. Keep in mind that you are presenting a very sensitive and tough moment in history, this will be factored into your grade.

Name:

Capzle Topic:

Holocaust Memorial Capzle Rubric

	EXCELLENT 20-25 POINTS EACH	VERY GOOD 15-20 POINTS EACH	FAIR 10-15 POINTS EACH	NEEDS MORE WORK 0-10 POINTS EACH
EFFORT	Students show ability to organize, listen to instruction, come to consensus on ideas, their capzle shows that they took time on it researching their topic, and showed individual strengths.	Students shows ability to organize, listen to instructions, shows effort in researching, and come to some consensus on what it's dedicated to.	Students are able to complete the assignment, but have difficulty coming to consensus on dedication, little effort in researching, and organizing work on the capzle.	The individual does not show listening or organizing skills. Loud and disruptive to other students. Unable to complete all aspects of assignment due to lack of drive.
CONTENT	Students demonstrate reading comprehension of their topic, there are a variety of resources, and are able to clearly and accurately describe the WWII contributions of their person/group.	Students demonstrate topic comprehension, good resources, and accurately articulate the WW II contributions of their person/group.	Students demonstrate some topic comprehension. They identify some contributions, but do not select the most appropriate resources for their memorial.	Students do not demonstrate an understanding of their topic. They show little knowledge on the topic of their task, along with one to two resources.
MEMORIAL DESIGN	Design shows thought about the subject and the purpose of the memorial. Group successfully synthesizes knowledge of types of memorials with	Design shows thought about the subject and the purpose of the memorial. Group successfully synthesizes knowledge of types of	Design is basic and functional, but details are lacking. Description of memorial slightly vague or unorganized.	Design shows no thought or attempt to connect with the subject matter or the purpose of the memorial. Group does not show an understanding of

	content of the story. Shows creativity and attention to detail.	memorials with content of the story.		different types of memorials. Design is incomplete or inappropriate.
PRESENTATION	Volume is appropriate. Each person contributes to class understanding of the group's memorial. Students show good body posture (stand tall and do not fidget or look down) and handle questions from class with fitting, thoughtful responses.	Volume is appropriate. Each person contributes to class understanding of the group's memorial. Most students show good body posture (stand tall and do not fidget or look down) and do not distract from the person speaking.	Content is delivered, but several students may need to work on presentation style—volume, body posture, or polite listening while someone else is speaking.	Group presentation is lacking in both substance and style. Students are disruptive and unorganized. Class does not receive a clear idea of the memorial.